



Indiana Department of Education

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In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov **no later than midnight on Wednesday, February 29.**

Publisher Name/Book Title/Grade Level: McGraw-Hill/Wright Group LEAD21/Grade 4

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
Instructional Design	#1	Reviewers did not have the materials containing this information.	The LEAD21 program is based on the extensive academic research conducted by our program authors. The basis of their research and how it applies to the LEAD21 pedagogical approach is documented in the Wright Group LEAD21 Research Base papers: Early Childhood Literacy Development, Reading Comprehension, Fluency, Phonemic awareness and Phonics Instruction, Writing, Vocabulary Teaching and Learning, Differentiation and Acceleration Through Small-Group Reading Instruction, Reading, the Digital Classroom, and the LEAD21 Program, and English Language Learners. Additionally, technical reports from several pilot studies using LEAD21 show strong preliminary findings. These reports are attached.
Instructional Design	#30	Reviewers did not have the materials containing this information.	The LEAD21 program assumes that instruction for accurate implementation is a general education teacher by referring to “teacher-led” instruction, as in: “Each



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			day, differentiated small group move through the sessions in a regular pattern—from <i>teacher-led instruction</i> ... (Teacher’s Lesson Guide, Unit 1, p. xx), and “This access...allows the teacher to lead all students in meaningful interaction with the text (Teacher’s Lesson Guide, Unit 1, p. xi).
Instructional Design	#31	Reviewers did not have the materials containing this information.	The LEAD21 program assumes that the instructional setting is a general education classroom by referring to the “classroom,” as in: “Show students the area where your <i>classroom</i> library is located” (Teacher’s Lesson Guide, Unit 1, p. xxi), and “You may also wish to collaborate with a Library or Media Specialist to gather resources for your <i>classroom</i> .” (Teacher’s Lesson Guide, Unit 1, p. xxiii). It is generally implied that the instructional setting is a general education classroom, unless otherwise indicated.
Phonics	#13	Reviewers did not have the materials containing this information.	The LEAD21 program consistently provides teacher modeling of think-aloud strategies in word analysis through Vocabulary Strategy lessons. Students analyze multi-syllabic words routinely in Vocabulary Strategy activities and Word Study lessons, such as Noun Suffixes, Greek and Latin Roots, and Adverbial Suffixes.
Fluency	#9		Teachers provide feedback to students during letter-sound study and text reading by conducting miscue analyses, using the Practice Companion workbooks and the Assessment Handbook and then charting student progress throughout the year on a graph provided in the Assessment



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			Handbook. The guidelines for conducting the miscue analyses appear on pages 13-14 in the Assessment Handbook, and the charts for recording the results, the Fluency Record and The Fluency Chart, appear on pages 144-145 of the Assessment Handbook.
Fluency	#19	Reviewers did not have the materials containing this information.	Students practice one fluency selection each week. Teachers conduct miscue analyses, including word-level errors of mispronunciation, using the Practice Companion workbooks and the Assessment Handbooks, and then students reread the same selection every day, each day focusing on a different skill: expression, phrasing, pacing, rehearsal, and presentation. Additionally, students use the Reading Response Forms in their Practice Companion workbooks to evaluate themselves and their reading partners on the Fluency readings, judging the accuracy of individual words, pacing, expression, and clarity after the first, the second, and the final readings for each Fluency selection.
Fluency	#23	Reviewers did not have the materials containing this information.	There is extensive and explicit guidance to help teachers calculate fluency rate on pages 13-14 in the Assessment Handbook. Teachers conduct miscue analyses, using the Practice Companion workbooks and the guides in the Assessment Handbook, and then recording the results in the Fluency Records and Fluency Charts on pages 144-145 in the Assessment Handbook.



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Fluency	#24	Reviewers did not have the materials containing this information.	The Assessment Handbook contains a Fluency Chart to be used to record the correct words-per-minute for each Fluency selection. Teachers can photocopy these charts and distribute to students. Students can then make a graph to show their progress by connecting the dots from selection to selection.
Fluency	#26	Reviewers did not have the materials containing this information.	Specific fluency skills—expression, phrasing, and pacing—are explicitly taught in a whole group setting. Then students use the Reading Response Forms in their Practice Companion workbooks to evaluate themselves and their reading partners on the Fluency readings, judging the accuracy of individual words, pacing, expression, and clarity after the first, second, and final readings of each Fluency selection.
Vocabulary	#22	Reviewers did not have the materials containing this information.	A Vocabulary Strategy lesson, “Use Multiple-Meaning Words,” appears in Teacher’s Lesson Guide, Unit 8, p. 174.
Vocabulary	#23	Reviewers did not have the materials containing this information.	A Vocabulary Strategy lesson, “Use a Dictionary and a Glossary,” appears in Teacher’s Lesson Guide, Unit 2, p. 174.